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Appendix P. Categorical Breakdown of Interpersonal Area.

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Descriptors-*Behavior, *Classification, *Interpersonal Competence, *Interpersonal Relationship, *Learning Processes, Student Behavior, Teacher Behavior, Teacher Educators

Identifiers-*ComField Model Teacher Education Program

Fifteen recognized leaders in the interpersonal relations area were asked to identify the interpersonal competencies that are related to the facilitations of learning processes for pupils, teachers, and teachers of teachers. Their reports were analyzed and a category system developed which would encompass four major dimensions: interpersonal perceptions, intraspective perceptions, interpersonal orientation, and interpersonal behaviors. Competencies in the interpersonal behaviors dimensions are listed under five subcategories: personal descriptive dimensions, meaning in terms of group process and group dimensions of growth, intra- and interpersonal purposefulness of the personal behavior-learning climate, extrapersonal purposefulness of the interaction, and meaning of the behavioral as an interpersonal relationship. After further refinement of the category system, instructional systems can be developed to produce total behaviors in the same way as described in the ComField Model. (This document and SP 002 155-SP 002 180 comprise the appendixes for the ComField Model Teacher Education Program Specifications SP 002 154.) (JS)

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**APPENDIX P--CATEGORICAL BREAKDOWN OF
INTERPERSONAL AREA**

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CATEGORICAL BREAKDOWN OF INTERPERSONAL AREA

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Introduction

Fifteen recognized leaders in the interpersonal relations area were asked to identify the interpersonal competencies that are related to the facilitation of learning processes for pupils, teachers and teachers of teachers. Dr. Charles Jung of NWREL and Bob Luke of NTL/IABS analyzed the reports that came in from these leaders and developed a category system that would encompass the major dimensions known to exist in this area. The material that is presented is their first approximation to breaking out these categories. It is recognized that more work needs to be done and these will be subjected to further refinement as specific competencies are identified which can be subsumed under the major categorical headings. Instructional systems can then be developed to produce total behaviors in the same way as described in the ComField Model.

Charles Jung and Bob Luke

Friendly	Hostile
Helpful	Restricting
Suggesting	Demanding
Accepting	Rejecting
Empathic	Unaware

Own view of own resources (motivations)	
Own view of other's value of any resources	
Evaluation of need for other's resources	
Threatened	Secure

Trust		Distrust
Control	Depend	Share
Counterdependent	Interdependent	Dependent

<u>Personal</u>		<u>Meaning In Terms Of Group Process</u>
<u>Descriptive Dimensions</u>		<u>Group Dimensions Of Growth</u>
Verbal	Nonverbal	Self-membership) (
Open	Closed	Self-leadership)Role(Helper/Helpee
Initiate	Avoid	Feelings) (
Sending	Receiving	Individual Differences
Friendly	Hostile	Productivity
Honest	Dishonest	Communication
Seek From	Offer To	One-way
Accept	Reject	Two-way
Active	Passive	Noise
Freeing	Binding	Redundancy
(helpful	restricting)	Decibel
Suggesting	Demanding	Sandwich
Personal	Remote	Minimum Cue
Here/Now	There/Then	Feedback
		Sociometric Patterns

Intra & Interpersonal Purposefulness
Of The Personal Behavior-Learning
Climate

Risking/Initiating
Testing/Trying Out
Influencing/Modeling, sandbagging
Information Exchange
Feeling Exchange
Decision Making
Training
Instructing
Helpfulness

Extrapersonal Purposefulness
Of The Interaction

Goal clarity and agreement
Means clarity and agreement
Material Resources
Skills)
Knowledge) Personnel Resources
Reality Congruence
Random

Meaning Of The Behavioral As
An Interpersonal Relationship
(Interactional Focused)

Sensing/Coding and encoding
Planning
Designing/Strategizing
Coordinating
Implementing
Monitoring
Reporting
Evaluating
Changing